

CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 1: To create and develop education and Leadership development programs

OBJECTIVE A: To recruit and maintain the percentage of Puerto Rican students on the caseload to 75%.

ACTIVITIES	RESPONSIBLE	TIMELINE	OUTCOME	METHOD OF EVALUATION
Discuss the option of implementing programs at schools where ASPIRA may not be providing service, but there is a high percentage of Puerto Rican students.	Program Committee	March 1997	The Program Committee will make recommendations to the Board to stay at schools presently serviced or provide a list of alternatives schools where ASPIRA should be present. (During FY 95 the Prog. Committee had submitted recommendations)	Decision rendered by the Board as per recommendations made by the Program Committee
Meet with principals, guidance counselors, teachers and other educational leaders and parents to recruit Puerto Ricans.	Staff	Sept 1996- June 1997	The ASPIRA staff will have provided educational and leadership development programs at schools where the Puerto Rican student populations is significant.	Survey of students who have participated in the program.
Present recruitment/retention objectives to active Aspirantes to involve them in the recruiting process	Staff and Aspirantes	Sept 1996- June 1997	During the academic year, active Aspirantes will have assisted in the recruitment process. (Each year ASPIRANTES refer and recruit peers for membership.)	The number or percentage of students recruited by ASPIRANTES
<p>GOAL 1: To create and develop education and Leadership development programs</p> <p>OBJECTIVE A: To recruit and maintain the percentage of Puerto Rican students on caseload to 75%.</p>				
ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION

- 1) Specify
- 2) Measurement -
- 3) who will conduct it / staff
- 4) outcome & assessment

Set in place a series of key recruitment activities. <i>specific</i>	Staff	Sept 1996 - June 1997	By the end of June 1997, a series of workshops, one cultural awareness conference, and presentations will have been held to specifically recruit Puerto Rican students. <i>(Students will frequently comment on the need to continue offering activities that highlight cultural awareness. Staff also employ greater selection methods to ensure that Puerto Rican students are targeted for the mainland.)</i>	Monthly reports and data collected by staff
Provide the counseling staff with data and information on the status of the Puerto Rican population (island and mainland).	Programs Directors/ Executive Dir.	June, 1997	By the end of June, 1997 staff will have developed a greater level of sensitivity through the accumulation of data and relevant presentations.	Feedback given by staff
Disseminate a newsletter to students indicating the various activities	ASPIRA Student Advisory Board	1996 - 1997	Students will have received at least one newsletter. <i>(This activity has never accomplished since the inception of the ASAB)</i>	Dissemination of a student newsletter

CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 1: To create and develop education and Leadership development programs

Objective B: To retain 90% of the Puerto Rican/Latino youth in ASPIRA Programs.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
To develop mentoring program model -Professional vs Peer	Executive Director/Program Directors	Dec 1996	Discuss 3 successful programs. Analysis will lead to the development of an implementation plan. (Presently several mentoring models have been researched. Also, one meeting was held with N.J. Transit in Trenton in reference to a mentoring program.)	The development of a program design
To implement a mentoring program	Executive Director/ Development Officer/Program Directors	Sept. 1997	To secure funding to recruit and match mentors with ASPIRANTES.	Level of funding and number of mentors recruited
To provide crisis counseling training for staff	Programs Director/	Dec. 1996 June 1997	A series of crisis counseling workshops will be provided.	Feedback reports given by staff

GOAL 1: To create and develop education and Leadership development programs

Objective B: To retain 90% of the Puerto Rican/Latino youth in ASPIRA Programs.

(Continuation)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
To implement community service initiatives through the AmeriCorps Program.	Program Directors/	1996-1997	Ten community service activities will have been held with participation from staff and students.	Survey of staff and students
Enhance enrichment programs for all students: *Computer Literacy *Tutoring *Writing Seminars *Workshops	Program Directors/ Development	1996-1998	Enrichment programs will be provided and enhanced at all ASPIRA locations. <small>(During FY 96 ASPIRA entered into a partnership with Time Warner to implement a Literacy Program. Students from Newark have been attending weekly computer training at La Casa De Don Pedro.)</small>	Level of student participation.
To examine the feasibility of creating an entrepreneurship Program.	Program Directors/ Development Officer	1997-1998	By Sept 1997, research will have been conducted to ascertain the number and level of existing entrepreneurship programs.	Report will be submitted as to the number of programs
Re-establish Math and Science programs so that it includes a comprehensive curriculum and special enrichment activities (role models, field trips, etc.) Establishing a possible link to Technological Programs	Development & Program Director	June, 1998	Meetings will have been held to refine Math and Science programs. By the end of June 1998, a Math and Science conferences will have been held for high school and junior high school students.	Survey of student participants.

GOAL 1: To create and develop education and Leadership development programs.

OBJECTIVE B: To retain 90% of the Puerto Rican/Latino youth in the ASPIRA Programs.

(Continuation)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
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Identify and develop the potential of students to pursue careers related to Math and Science	Program Directors & Staff	June, 1998	Field trips will have been taken to the Liberty Science Center, Franklin Institute and Corporate Facilities. (Annually field trips are held to science museums or equivalents. No observation has been completed to determine if these activities impact a students future career interest.	Survey of student participants
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Category I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 1: To create and develop education and Leadership development programs.

Objective C: To ^{enhance} ~~increase~~ communication to parents ^{about the program} ~~about the program~~

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Dedicate a page to Parents in El Clarin.	Staff	June 1997	Two issues of El Clarin will have been mailed to the parents on the caseload. (During FY 96 El Clarin was published once).	Number of issues sent to Parents
Conduct workshops for parents as discussed within the APEX Program	Staff	Sept 1996-June 1997 ongoing	Parents will have attended workshops designed to raise their awareness on different topics. (During FY 96 ASPERA began implementing the APEX program. The Program seeks to train parents to become trainers. Only the first phase of the program has thus far been implemented.)	Survey to determine knowledge of Parents
Develop individual parent skills to become greater advocates of their children.	Staff	1996 - 1997	By the end of June 1997 an increase in parental involvement will be exhibited through participation on the School Core Teams, and Parent Resource Center.	Number of Parents elected to the School Core Team. Level of attendance at the Parent Resource Center
To explore collaboration with other agencies that support Parent Initiatives.	Executive Director/Program Directors	1996-1997	By June, 1997 collaborations will have been forged with at least 2 agencies.	The number of joint activities held with other community based groups.
To expand the APEX Program.	Executive Director/Development	1996-1997	Funding sources will have been identified and cultivated to expand the Parent Advocacy Program to 3 centers. (Pending funding)	Proposals submitted for funding.

CATEGORY I: LEADERSHIP AND EDUCATION DEVELOPMENT

GOAL 2: To ~~create~~ ^{re-establish} and strengthen leadership program initiatives.

Objective A: To ~~enhance~~ ^{re-establish} the ASPIRA Student Advisory Board (ASAB)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Implement the ASAB recommendations	Board/Programs Committee/ Staff	July 1996	The Board will have evaluated the ASAB and refined the process.	
Institutionalize the ASPIRA Club Federation	Board/Staff	June 1997	The staff will have implemented the new Student Congress.	Agenda and participant attendance sheets. Names of students officers

NOTE: During the past two years 1994-96 the ASPIRA Student Advisory Board has not function. The primary reasons have been major difficulties with communication and transportation.

Also, new staff are not receiving orientation on the role of the ASAB.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Collaborate on existing activities that celebrate the Puerto Rican culture.	Programs Director	Dec. 1996	Two collaborative activities will have been held. (Participation on the planning of activities sponsored by the Newark Public Library and Conale November.)	Copies of programs, level of participation.
Visit El Taller Puertorriqueno in Philadelphia and El Museo del Barrio in NYC.	Staff	1996 -1997	Visits to El Taller Puertorriqueno (in Phil.) and El Museo del Barrio will have been made. (During FY 96 students did not visit either museum.)	Attendance sheet and survey

CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 1: To initiate new programs in order to meet the emerging needs of the Puerto Rican/Latino youth in New Jersey.

Objective A: To identify and generate sources of revenue to implement programs.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	MEHTOD OF EVALUATION
Continue to research the prospect of funding for programs which will help Puerto Rican/ Latino youth stay in school and/or continue their education. The Development office will focus on the following programs: *Programs to address issues such as drugs, aids, teenage pregnancy parenting, etc.	Development Officer	1996 -1997	By the end of June 1997, funding prospects will have been researched.	
Research the feasibility to operate an innovative school program. Prepare concepts for review and implementation.	Executive Director/Develop ment Officer/ Program Committee	1996 -1997	During the July Board Retreat presentations will be made. By the end of September, 1996 a complete concepts will be prepared to submit for funding consideration.	

CATEGORY II: THE DEVELOPMENT PROGRAM

GOAL 2: To facilitate the establishment of the ASPIRA Alumnae/i network.

Objective A: To seek funding to create the ASPIRA Alumni Affairs Office.

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Identify possible funding sources that will entertain proposals to provide a 2 year term grant to develop an ASPIRA Alumni Office. Duplicate the National Office's approach.	Development Officer	Sept. 1997	Funding sources will have been indentified and meetings held to pre-sell the proposal.	
Upon funding hire development officer to solely develop the ASPIRA ALUMNI Office Including Updating of database, developing new marketing tools, seeking funding to sustain Alumni Office, and facilitate the ASPIRA Alumni Association.	Board	Dec. 1997	The board will determined if the Alumni selected is to serve as ex-officio.	
Schedule meetings with alumnae/i to convene a group willing to reactivate the Alumnae/i Association.	Board/Staff	Sept. 1998	At least two meetings will have been held to reactivate the Alumnae/i Association.	

CATEGORY II THE DEVELOPMENT PROGRAM

GOAL 2 To facilitate the establishment of the ASPIRA Alumnae/i network

Objective B To assist the ASPIRA Alumni Association

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Facilitate the development of the Alumnae/i activities (dances, reunions, telethon). designate a page in El Clarin for Alumnae/i	Board/Staff	1997 -1998	By the end of June 1998, the Alumnae/i Association will have a page included in El Clarin	
Schedule annual meetings to provide the Alumnae/i Association and update of ASPIRA activities	Board/Staff	1998 -1999	By the end of June 1999, at least one meeting will have been held between the Board, Staff and the Alumnae/i Association	
Create opportunities for the Alumnae/i Association to contribute their time and efforts to the following. *Role Models *Mentoring *Workshop *Speakers	Board/Staff	1998 -1999	By the end of June 1999 Alumnae/i Association members will have been invited to serve as role models, conduct workshops, etc	
Coordinate Alumnae/i activities with the ASPIRA's National Office efforts	Board/Staff	1997 -1999	By the end of June 1998, efforts will be conducted and planned with the National office.	

CATEGORY II THE DEVELOPMENT PROGRAM

GOAL 2 To facilitate the establishment of the ASPIRA Alumnae/i network

Objective C To foster the Alumnae's fundraising capability

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
To seek funding from new sources to maintain the operation of the Alumni Office	Executive Director/Development Officer	1998 -2000	By the end of June 2000, new sources of revenue will be obtained including grants and individual contributions	
To plan and organize special events for alumni participation	Development Officer	1998-2000	By June, 2000 two special events for Alumni participation will have been held	
Involve Alumnae's Association in fundraising activities	Staff	2000 -	By the end of June 2000, the Alumnae's Association will have become involved in fundraising activities	

CATEGORY II THE DEVELOPMENT PROGRAM

GOAL 3 To strengthen and expand Development activities

Objective A To raise \$120,000 for General Operating expenses with an increase of 40,000 each year from new sources

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Update current mailing list	Staff/Development Office	Dec 1996 ongoing	By the end of Dec 1996, the current mailing list will have been enhanced	
Hold two Special Events	Board/Executive Director	Annually	At least two special events will be held each year. One of these will be the luncheon and the second will be a festival and/or banquet. Luncheon goal \$45,000 Note 30th Anniversary is 1998	
Plan and coordinate the 30th Anniversary Gala. Establish a planning committee	Board/Executive Director	Sept, 1997 Dec, 1998	Corporate Sponsor(s) will have been named. The 30th Anniversary Gala will have been planned and implemented with revenue surpassing \$40,000	

CATEGORY II THE DEVELOPMENT PROGRAM

GOAL 3 To strengthen and expand Development Activities

Objective A To raise \$120,000 for General Operating expenses with an increase of \$40,000 each year

ACTIVITIES	RESPONSIBLE	TIMELINE	OUTCOME	METHOD OF EVALUATION
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Carry out Direct Mail Campaign *Conduct a special scholarship campaign appeal *Conduct a membership Drive	Development Officer Executive Director	1997-1998	By the end of Dec 1997 two direct mail campaigns will have been conducted with special appeals and membership drive focus	
To continue researching and applying to New Jersey's Top 100 companies and local businesses	Staff/Board of Director	Annually	Annually funding from 5 new sources will be recorded	
To identify and recruit major figures from the private, public and academic sectors to form a Corporate Advisory Board	Board of Director Executive Director	June 1997	One meeting will be held with targeting individuals to form the Corporate Advisory Board	

Let B be a set of n elements. Let A be a set of m elements.

A mapping f from A to B is called a function if for every $a \in A$, $f(a)$ is a unique element of B .

CATEGORY IV PLANNING AND ASSESSMENT

GOAL *III* To maximize the efficiency of the agency

Objective A To update and maintain information system which support organizational effectiveness

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Conduct inputting of records, reports, and databases in all areas *Fiscal -MIP Fund Accounting -Annual Budget -Monthly Expenditure Reports -General Ledger *Programs -Database Management -Monitoring Students' Progress *Development -Alumni/ae/i Association -Mail merge -Gift Consultant special campaign, revenue, and reports -Direct Mail Campaign -Report	Executive Director	Sept. 1997	Data for the fiscal, development, and programs offices will have been entered and enhanced reports will have been produced	Production of Reports
Purchase of New Hardware and Software - Establish Network Sites	Executive Director/ Consultant	Jan. 1998	New Hardware and Software wil. have been upgraded	Number of new units installed

CATEGORY IV PLANNING AND ASSESSMENT

GOAL 2 To maximize the efficiency of the agency

Objective A To update and maintain information system to support organizational effectiveness

(Continuation)

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Set backup recovery procedure	Executive Director Consultant	Oct. 1996	Report to the Board Directors	Submission as to the successful recovery of data through "trial" exercise
Install a local area network (LAN)	Executive Director	Jan. 1998	Funding will be secured and installation of hardware and software will be completed	Utilization the LAN

CATEGORY IV PLANNING AND ASSESSMENT

GOAL 4 To enhance the effectiveness of the Board

Objective A To ~~enhance~~ ^{improve} board member's skills

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	MEHTOD OF EVALUATION
Provide in-service training Identify and utilize member's skills Agenda for Board Retreat should involve all Board Members - Evaluation should be completed for the retreat - Retreat information should be received prior to the retreat	Board Executive Director	On-going	The annual retreat will provide opportunity for in-service training, July, 1996 A member skills profile will be distributed for completion by Board members by Nov 15, 1996	Completion of the Three Year plan Evaluation to the Annual Retreat Completion of skills Inventory

CATEGORY V FINANCE DEVELOPMENT

GOAL 1 To improve the efficiency of the fiscal office

Objective A To seek fund accounting software programs

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Purchase fund accounting software program through the assistance from the National Office	Executive Director	March, 1997	Software program will be installed and data will be inputed	Ability to generate financial reports as per specifications of software capabilities

CATEGORY III PUBLIC RELATIONS

GOAL 1 To increase the public awareness of ASPIRA

Objective A To provide 6 Public Relation activities that will publicize ASPIRA

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Ensure that public relations literature reflects the (July 1991) mission statement and current program goals/objectives. *El Clann *Annual Report *Program Brochure *Lunch Invitations *Program Journal *Conference Brochures *ASPIRA TV Show *Advocacy	AD HOC Public Relations Committee	June 1997	All public relations activity will be institutionalized	Consistent language on all printed literature, and media reproduction.
Ensure consistency, factual data, and changes Make revisions as needed	Public Relations Committee	On-going	At the end of each year revisions to agency data will be made accordingly	Changes made to annual reports and promotional materials
Publish and disseminate El Clann a minimum of 2 times a year to reach a minimum of 1,000 people	Development Office	Dec, 1996 May, 1997	El Clann will be published and disseminated	Number of pieces mailed and quality of newsletter content
Organize Gala Event to honor Alumni	Development Cmte	June, 1997	Event will be held to honor alumni	Number of tickets sold
Sponsor the Night with the Nets and obtain Team Photo	Public Relations Committee	March, 1997	Tickets will be sold and recognition given to ASPIRA by the Nets	Number of tickets sold
Ensure that media covers all special events and program activities	Development Office and Staff	ONGOING	Media coverage of events through print or T V media	Press releases issued

CATEGORY III PUBLIC RELATIONS

GOAL 1 To increase the public awareness of ASPIRA

Objective B To develop a strategy and mechanism for advocacy

ACTIVITIES	RESPONSIBILITIES	TIMELINE	OUTCOME	METHOD OF EVALUATION
Discuss and develop strategy and mechanism for advocacy	Board	Jan, 1997	A strategy and mechanism for board to take key policy positions on key issues will be discussed at designated meeting. If approved the Public Relations Advocacy committee will develop strategy and mechanism for Board approval during the second half of FY97	

STUDENTS SERVICED

A. County Centers:

ASPIRA, Inc. of New Jersey is the only statewide community based organization that provides services to children in school. The model of ASPIRA has been replicated over the years from government programs to corporate mentoring programs. Clearly the model works. In New Jersey, ASPIRA has been implementing leadership and educational programs to high schools and middle schools age children in the communities of Newark, Jersey City, Paterson, Trenton, and Camden. This year ASPIRA of New Jersey expanded its services to three new schools. Two schools began serving middle school aged children at School #5 in Jersey City and Dr. Horton School in Newark. The other school was an Alternative School in Jersey City operated by St. Peter's College call Project Focus.

Services are provided at the following schools:

ESSEX COUNTY	Barringer High School Barringer Prep.(last year) Luis Munoz Marin Middle Rafael Hernandez Eastside High School Dr. Horton School
HUDSON COUNTY	Ferris High School School #5 FOCUS Alternative School
PASSAIC COUNTY	Eastside High School J.F. Kennedy High School
MERCER COUNTY	Trenton Central High School Dunn Middle School
CAMDEN COUNTY	Camden Central High School Woodrow Wilson High School East Camden High School Pyne Poynt Family School

B. STUDENT BREAKDOWN:

During the 1995-96 program year ASPIRA provided services to:

1412 students who are on the active caseload.

An overall decrease of approximately 300 students from the 1994-95 program year. The decrease in service number is in direct relation to the decrease in staff and program. On the next several pages you will find charts and tables that highlight the caseload breakdown within the agency. You will find that comparisons can be made within the overall caseload table since 1989-90 program year. Comparisons can also be made within the ethnicity charts and gender breakdown charts. Comparisons of program activity can be made between the 1994-95 and 1995-96 program years.

The AmeriCorps National Community Service Program has made great strides in the past two years of its implementation. Unfortunately, the program has not recorded caseload data during the past two years. Through AmeriCorps, Members have provided in class teaching assistance and after school tutoring to students. Each AmeriCorps member would service approximately 30 students weekly. Approximately, 100 students were assisted through the AmeriCorps Program.

SCHOOLS' DESCRIPTION

As the country and government debate on the methods of school reform, New Jersey has been implementing its own version of reform through "takeover" or state intervention. During the beginning of the 1995-96 school year the State of New Jersey seized control of the Newark School District. It was only a matter of time once the state carefully position itself to assume the task of running the largest school district in New Jersey. Both the cities of Jersey City and Paterson were run by the state. Jersey City, which has been under state operation for 6 years, is still under state influence. However, it has been assuming more autonomy during the last two years. The City of Paterson is also under state control. It is expected that the state will continue to run operations in Paterson for at least two more years.

On the surface it appears that Newark is going through massive changes and re-direction. One of the major changes has been the implementation of site base management in the schools. Parents, teachers, and community organizations were elected during the latter part of the school year for the School Core Teams. Even though some of the changes are occurring, some school officials feel that all activity has not differ much from the previous administration.

In the city of Trenton, the school environment has not changed much. It is dealing with some of the same issues and with less funding. Of keen interest is the elimination of guidance counselors at the elementary level. In the city of Camden major concerns have arisen recently about racial tensions at Camden High School. Meetings have been held with ASPIRANTES and a Latino member of Board of Education. ASPIRA staff will continue to meet with key personnel to ensure that this issue does not escalate, but rather that Latino students are responded to fairly and equitably.

CONCLUSION:

Recently at an evaluation session at a Statewide Latino Youth Leadership Retreat student participates frequently requested the need for more cultural programming. There is an apparent hunger to learn more about their cultural heritage. There is an obvious sense that the schools do a poor job in celebrating the Latino heritage. Our students often make comments that they do not receive equal opportunity to express or share their heritage with the African American students at their school. Yet, they are often exposed to African American activities and historical events.

SCHOOL REFORM

During the past 4-5 years school reform has swept the country, from voucher programs, school takeover, to charter schools. During the beginning of the calendar year Governor Whitman signed into law the Charter School Law. Charter schools first appeared in Minnesota in 1991, and since then have gained popularity among government within the past two years. Charter schools are legal entities that form contractual obligations to educate children. Charter schools are usually waived of the normal rules and regulations, except for those that define public education. The question lies is ASPIRA able to run its own school under the Charter School format. A concept paper has been submitted to the Newark School District. Initial feedback has been given however areas of assessment need to be developed. Needless to say, the Charter school law is a great opportunity for ASPIRA to enter the areas of curriculum design and implementation.

Other areas of reform are the new programs that have been funded through the National School to Work initiatives. This area presents an opportunity for ASPIRA to expand services in training and economic development, especially in the areas of technology. Partnerships can possibly be forged with agencies that have a mutual interest in developing the skills of students who do not enter college immediately.

EXPANSION:

During the past two years ASPIRA has received request to expand to the communities of Perth Amboy and Elizabeth. Agreements have been sent to representatives of both communities giving them authorization to raise funding to begin ASPIRA sites. Request for ASPIRA programs and assistance are quite frequent. As Latinos migrate into suburban communities these request will continue. Expansion of the agency does cause significant strain on the agency ability to manage effectively. As the agency develops discussion will be needed to strengthen the organization capacity to handle its growth.

CONCLUSION:

The 1995-96 fiscal year began with a great deal of concern over the financial stability of the agency. Lack of unrestricted grants prevented us from maintaining a full time development officer. Also, changes in organizational structure reduced caseload numbers and services. These hard decisions were necessary in order to cushion the lack of funding in general operating. During the past year the positions of Development Officer and the Northern Leadership Programs Director were vacant for a period of time. The decision to freeze the positions temporarily also provided some cushion for the agency to direct its revenue to other administrative line items. The problem is clear, program dollars do not cover all the expenses, thus the general fund is being used to supplement programmatic cost. The general fund needs to be utilized toward development activities and not programmatic. Clearly, an increased effort to secure funding from corporations and individuals is necessary to staff a full time development officer.

Once the changes in structure were approved by the Board, program modifications were made and approved by the funding sources. It was anticipated that program services would decrease, however, students continue to participate in club meetings and counseling activities. A highlight for programs this year was the ASPIRA National Conference. A total of 18 students went to Washington, D.C. for the historic event. Interestingly, a total of \$900 was raised from the Newark City Council to help defray the cost. Another highlight of the agency is the implementation of APEX (ASPIRA Parents for Educational Excellence). APEX is a parent training program that will enable parents to train other parents to become advocates of their children. The model has been tested in other ASPIRA sites with great success.

During the summer months the staff are engaged in researching. The research will be shared with staff during the annual training sessions. Manuals in workshops and club organizing are being developed.

Student Population Served

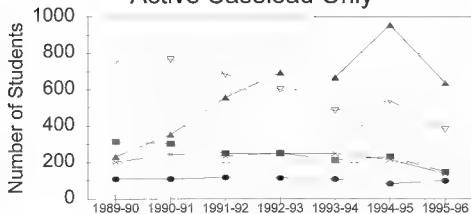
Active Caseload Only

ASPIRA Center						
	ESSEX	PASSIAC	HUDSON	MERCER	CAMDEN	TOTAL
1989-90	756	314	110	203	232	1615
1990-91	766	304	110	245	354	1779
1991-92	685	251	119	236	558	1849
1992-93	602	252	116	250	693	1913
1993-94	485	213	109	249	667	1723
1994-95	540	232	85	217	957	2031
1995-96	382	150	102	140	638	1412
TOTAL	4216	1716	751	1540	4099	12322

Note : Camden's figure for 1994 - 95 contains duplicates.

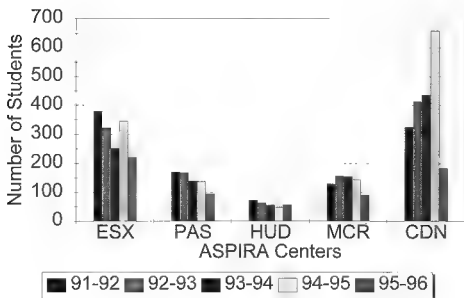
Student Population Served

Active Caseload Only



Student population Served

Active Caseload of Females Students



Student Population Served (Gender Breakdown) Active Caseload Only (1991-96)

ASPIRA Center											
	ESSEX	%	PASSIAC	%	HUDSON	%	MERCER	%	CAMDEN	%	TOTAL
MALE (91-92)	304	39.53%	80	10.40%	46	5.98%	106	13.78%	233	30.30%	769
FEMALE (91-92)	381	35.28%	171	15.83%	73	6.76%	130	12.04%	325	30.09%	1080
MALE (92-93)	280	35.40%	85	10.75%	53	6.70%	94	11.88%	279	35.27%	791
FEMALE (92-93)	322	28.70%	167	14.88%	63	5.61%	156	13.90%	414	36.90%	1122
MALE (93-94)	232	33.92%	74	10.82%	53	7.75%	95	13.89%	230	33.63%	684
FEMALE (93-94)	253	24.35%	139	13.38%	56	5.39%	154	14.82%	437	42.06%	1039
MALE (94-95)	195	28.10%	94	13.54%	36	5.19%	72	10.37%	297	42.80%	694
FEMALE (94-95)	345	25.80%	138	10.32%	49	3.66%	145	10.85%	660	49.36%	1337
MALE (95-96)	161	31.57%	55	10.78%	45	8.82%	48	9.41%	201	39.41%	510
FEMALE (95-96)	221	24.50%	95	10.53%	57	6.32%	92	10.20%	437	48.45%	902

Note: Camden's figure for 1994-95 contains duplicates.

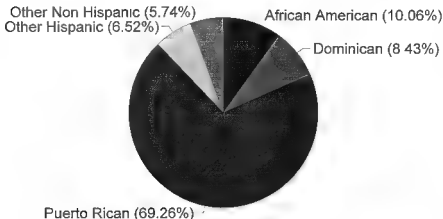
Student Population Served (Ethnic Breakdown)

Active Caseload Only (1995-96)

ASPIRA Center											
	ESSEX	%	PASSAIC	%	HUDSON	%	MERCER	%	CAMDEN	%	TOTAL
African American	0	0.00%	0	0.00%	6	5.88%	3	2.14%	133	20.85%	142
Dominican	44	11.52%	22	14.67%	13	12.75%	6	4.29%	34	5.33%	119
Puerto Rican	250	65.45%	103	68.67%	66	64.71%	114	81.43%	445	69.75%	978
Other Hispanic	36	9.42%	25	16.67%	8	7.84%	7	5.00%	16	2.51%	92
Other Non Hispanic	52	13.61%	0	0.00%	9	8.82%	10	7.14%	10	1.57%	81
TOTAL	382	100.00%	150	100.00%	102	100.00%	140	100.00%	638	100.00%	1412

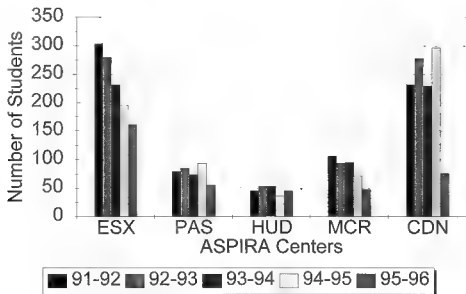
ASPIRA, INC. OF NJ

Ethnic Breakdown (1995-96)



Student Population Served

Active Caseload of Male Students Only



Student Population Served (Gender Breakdown) Active Caseload Only (1991-96)

	ASPIRA Centers									
	91-92		92-93		93-94		94-95		95-96	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ESSEX	304	381	280	322	232	253	195	345	161	221
PASSAIC	80	171	85	167	74	139	94	138	55	95
HUDSON	46	73	53	63	53	56	36	49	45	57
MERCER	106	130	94	156	95	154	72	145	48	92
CAMDEN	233	325	279	414	230	437	297	660	201	437
TOTAL	769	1080	791	1122	684	1039	694	1337	510	902

Note Camden's figure for 1994 - 95 contains duplicates.

Student Population Served (Ethnic Breakdown)

Active Caseload Only (1993 - 96)

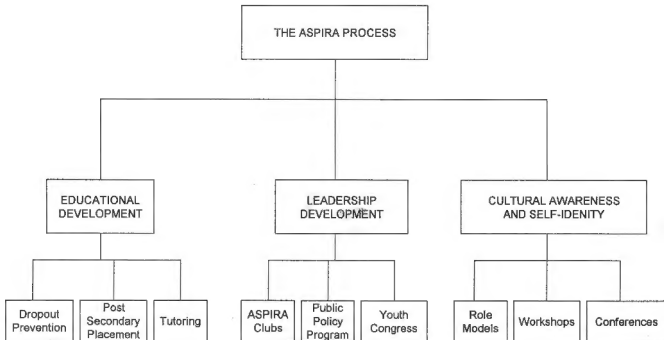
	93 - 94	94 - 95	95 - 96
African American	119	101	142
Dominican	153	57	119
Puerto Rican	1228	1584	978
Other Hispanic	162	233	92
Other Non Hispanic	61	56	81
TOTAL	1723	2031	1412

ASPIRA Activity Breakdown by County

1995 - 1996

ASPIRA Centers	ASPIRA ACTIVITIES					
	CLUB MEETINGS	WORKSHOPS	FIELD TRIPS	CONFERENCES	PRESENTATIONS	OTHER
ESSEX	114	50	16	4	5	38
PASSAIC	30	15	5	2	30	2
HUDSON	28	19	3	2	2	0
MERCER	46	8	4	0	13	4
CAMDEN	47	39	20	0	24	5
TOTAL	265	131	48	8	74	49

THE ASPIRA PROCESS



ASPIRA, INC. OF NEW JERSEY LEADERSHIP DEVELOPMENT PROGRAM FLOWCHART

